

# CULTURAL EDUCATION

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## ABSTRACT

*The main objective of this research paper is to acquire an understanding of cultural education. Culture is an important concept, upon which the lives of the individuals are based upon. In one's daily lives, the individuals carry out various tasks and activities in accordance to their cultures. But it is vital for the individuals to acquire understanding in terms of other cultures as well. The individuals need to form positive viewpoints in terms of other cultures. In educational institutions as well as within employment settings, individuals do have to work with individuals, belonging to different cultures. It is important for them to form constructive viewpoints and possess an adjustable nature. When understanding cultural education, the individuals need to understand, how cultural education should prove to be beneficial to them in enriching their lives and achieving professional and personal goals. The main areas that have been taken into account in this research paper include, significance and meaning of cultural education, prerequisites of cultural education, cultural development of individuals, types of culture impact of culture on education and individualist and collectivist cultural perspectives on education.*

**Keywords:** *Cultural Education, Collectivist Perspective, Individuals, Individualist Perspective, Knowledge*

Cultural education renders a significant contribution to the transfer to knowledge, competencies and values among individuals. Within the course of pursuance of cultural education, the individuals generate awareness in terms of morality and ethics. These are regarded indispensable for the development of one's personality, adequate sustenance of living conditions, achieving one's goals and objectives and enrichment of the overall quality of life. Cultural education facilitates in the development of skills and abilities, as these are necessary for the individuals to carry out various tasks and activities. Cultural education promotes historical awareness, contributes to the formation of the individual's identity and encourages creative and inquisitive attitudes that benefits the individuals throughout their lives (Basis for Cultural Education, 2017). Cultural resources vary from region to region. Due to this, inequalities are formed and individuals do not obtain opportunities to acquire same cultural experience. Acquiring cultural education generates the feeling of pleasure and contentment and promotes well-being of the individuals and communities.

Individuals are introduced to culture in their primary and secondary education. Within the course of acquisition of this education, individuals are able to acquire the opportunity to pursue cultural interests (Basis for Cultural Education, 2017). The various teaching-learning processes and instructional strategies that are implemented to promote cultural education among students are through arts and crafts, music, singing, dancing, and other creative activities. Apart from these, in academic lesson plans also, individuals are provided knowledge and information regarding cultural values. When the individuals are able to acquire an efficient understanding of cultural traits, they are able to bring about

improvements in their livelihoods opportunities and maintain good terms and relationships with others. In order to render an effective contribution towards promoting well-being of the community and nation as a whole, apart from acquisition of educational qualifications and development of competencies and proficiencies, it is essential for the individuals to acquire cultural education.

## **SIGNIFICANCE AND MEANING OF CULTURAL EDUCATION**

Cultural education helps the individuals to acknowledge their identity. Within the household, educational institutions, employment settings and communities, the individuals have certain roles to perform. It is apparent that all individuals aspire to achieve their goals and objectives, which are personal and professional. Apart from focusing upon the achievement of one's goals and promoting better livelihoods opportunities, the individuals need to work towards promoting well-being of the communities. For example, educators employed in educational institutions are not only engaged in employment opportunities to generate income to sustain their living conditions, but they are also making use of their educational qualifications, competencies and aptitudes to promote well-being of the community. One can promote well-being of the community by not just imparting to them information in terms of academic concepts, but it is essential for the educators to encourage cultural education as well. Cultural education can be encouraged by generating awareness among individuals in terms of morality, ethics, values, norms, principles, and standards.

Making culture a part of the school curriculum would help the students in understanding the significance of education and learning (Culture and Heritage Education under RMSA, n.d.). Research has indicated that in some cases, students do not depict interest and enthusiasm in academic learning. The major causes of this are, inability to understand academic concepts, and problems and challenges experienced. But when there is introduction of culture within the school curriculum, then students develop motivation towards learning of academic concepts. The curriculum and the teaching-learning methods need to acknowledge other cultures, values, norms, principles and the overall lifestyles of the individuals. When they are generating awareness in terms of significance and meaning of cultural education, then it is vital for them to identify other cultures as well. Apart from educational institutions, the individuals are able to acquire an efficient understanding of cultural education through religious places, historical places, museums, heritage sites, research institutions and places of worship.

## **PREREQUISITES OF CULTURAL EDUCATION**

When cultural education is to be provided in schools, then the curriculum and instructional systems need to be implemented in a satisfactory manner. It needs to be ensured that they include the content that should generate awareness among students. The cultural curriculum within schools promotes the development of artistic and creative skills within the cultural-historical framework (Basis for Cultural Education, 2017). In cultural education, there are impartment of extra-curricular activities as well. The extra-curricular activities are focused upon augmentation of creative skills among individuals, so they are able to enhance their understanding of cultural education. Furthermore, to promote cultural education in an appropriate manner, it is vital for the teachers to possess adequate skills and abilities,

so they are able to carry out their job duties in a well-organized manner. Well qualified and trained teachers promote an amiable and pleasant learning environment, which would motivate students towards acquisition of cultural education.

Cultural liaison officers are appointed by the municipalities to strengthen the connection between the schools and the cultural sector. They help schools in finding a cultural partner, match cultural education providers with schools, and encourage development of skills and cultural participation. A culturally rich learning environment requires co-ordination and agreements on the resources and responsibilities between education, culture and development. In the endorsement of cultural education, government renders a significant contribution in regional co-ordination (Basis for Cultural Education, 2017). In the implementation of cultural education, the teachers and students are required to communicate with each other different perspectives, ideas and notions. They share their experiences with each other. In this manner, cultural education plays an important part in augmenting communication skills among individuals. The individuals learn to socialize and in this manner they are able to acquire an efficient understanding of the concepts. The significance of cultural education is acknowledged, when individuals learn to implement the cultural traits, they have acquired.

## **CULTURAL DEVELOPMENT OF INDIVIDUALS**

Culture plays an important part in the lives of the individuals. Education of various elements of culture helps the individuals in adapting to the social and cultural environments, development of personality, socialization of the individuals, making appropriate use of leisure and recreational activities, treating other individuals with respect and courtesy, not imposing any unfavourable effects upon anybody, understanding of other cultures and significance of liberality. Cultural education is primarily imparted to the individuals in their families, communities and schools (Effects of Education on Cultural Development, n.d.). The cultural development of individuals is identified in three stages. The stages are identified from birth up to 18 years of age. These stages have been stated as follows: (Basis for Cultural Education, 2017).

### **Birth to 10 Years**

The period from birth until 10 years of age is the period, when the development of the child takes place. During this period, he acquires understanding in terms of various factors that are necessary for promoting effective growth and development. During the early childhood stage, the development of cognitive, intellectual, fine and gross motor skills takes place. When the students get enrolled in pre-schools, they are imparted knowledge regarding various aspects. These include, academic concepts, extra-curricular and creative activities, morality, ethics, norms, values, standards, principles and cultural traits. The students need to realize that in order to learn academic concepts and other activities and to promote one's effective growth and development, it is vital to acquire an efficient understanding of cultural traits. Implementation of cultural traits would assist them in maintaining good terms and relationships with the other individuals and turn into good human beings.

### **10 to 14 Years**

The period from 10 to 14 years is the period of more in-depth exploration of individuals. During this stage, they acquire an understanding of advanced concepts and generate adequate awareness regarding how to make use of them in an appropriate manner. In other words, the individuals are able to understand how cultural education is advantageous to them. At this stage, the individuals are able to develop the skills and capabilities to research and explore their potential in a range of subjects and discover the ways of realizing those potentials. During this stage, the individuals are able to acquire an efficient understanding of the fact that outside their home also there is a world, which they have to interact with. When one is engaged into effective communication processes or has to learn a skill or a concept or aspires to achieve the desired academic outcomes, then it is apparent that one has to implement morality and ethics. The information in terms of morality and ethics is acquired by the individuals through cultural education.

### **14 to 18 Years**

During the period from 14 to 18 years, the individuals become more mature and understanding. During this period, they usually make decisions regarding their careers. During this stage, the individuals also become more interactive in nature and develop effective communication skills. They not only communicate with their family members, but also with relatives, friends, and teachers. In schools, developing effective communication terms and good conditions with others, especially teachers and fellow students is regarded to be of utmost significance. It is apparent and comprehensively understood that when one has to augment one's understanding and achieve personal and professional goals, they cannot carry out tasks and activities in seclusion. Therefore, it is of utmost significance for the individuals to form good terms and relationships with others. Furthermore, cultural education also imparts understanding to the individuals regarding peaceful conflict resolution methods. For instance, in case of occurrence of conflicts and disagreements, it is vital for the individuals to resolve them peacefully.

## **TYPES OF CULTURE**

The types of culture have been identified as follows: (Effects of Education on Cultural Development, n.d.).

*Individual Culture* – All individuals are different from each other. The differences are primarily depicted in natures, attitudes, behavioural traits, habits and actions. The way the individuals behave and conduct themselves and carry out their tasks and activities are identified in individual culture. Individuals have their own likes and dislikes, interest areas and own personality traits. Furthermore, they express different viewpoints and perspectives and even differ in their communication processes. Therefore, due to these differences in various aspects, discrepancies are depicted even in cultural traits. In individual culture, it is vital for all individuals, belonging to different categories and backgrounds to implement morality and ethics.

*Community Culture* – Community culture is the culture, when all the members of different communities depict different cultural traits. Not only in India, but in other countries of the world as well, there are presence of different communities. In India, the communities are classified on the basis of castes, creeds, religions, ethnicities, languages and races. Communities are comprised of individuals and all individuals have their own values, norms, principles and standards. Their living conditions are primarily focused upon these factors. Individuals are different from each other on the basis of their cultures, natures, actions, perspectives and viewpoints. In the same manner, community cultures are also different. Every community have different rules, policies, principles, standards and cultures.

*National Culture* – National culture is the culture of the nation. Every nation or country is different. The differences are recognized on the basis of politics, economic growth, development of infrastructure, improvements in the system of education, science, technology, administration, preservation of the environment, problems and challenges and so forth. The individuals and communities belonging to various countries differ from each other in terms of values, norms, morals, ethics, principles and standards. Therefore, these differences are depicted in national culture. In order to maintain national culture, it is vital to bring about effective solutions to problems and challenges. The major problems in India that need to be eliminated are, poverty, illiteracy, unemployment, homelessness and crime and violence.

*World Culture* – There have been improvements taking place in transportation, infrastructure, roads, technology, equipment and other areas within the country. Improvements in these areas are regarded as significant to lead to progression of the individuals, communities and the country as a whole. Due to improvements taking place in technology and infrastructure, the individuals, from various countries of the world are communicating with each other on a large scale. Through the use of technology, there have been improvements in the communication processes on a large scale and they are taking place rapidly. World culture is primarily depicted in having common values, co-operation, integration, consideration, thoughtfulness, social service, social awakening, social sensitiveness and promoting welfare.

*Material Culture* – Material culture includes all those man-made objects and items, which are of use by the individuals to a major extent. These include, roads, homes, property, technologies, mobile phones, television, radio, vehicles, machinery, equipment, tools, clothing, ornaments, gadgets, devices, appliances and so forth. The individuals, belonging to all communities, categories and backgrounds are required to make use of these items on daily basis. The requirement of these items increases, primarily depending upon the tasks and activities that individuals are engaged in. For instance, when an individual is working in an organization, then he will require means of transportation, technologies, mobile phones, machinery, equipment and tools in the implementation of job duties. On the other hand, a home-maker, who is required to implement household responsibilities may not make use of machines, gadgets, devices and other equipment to a major extent. Therefore, the use of objects and items depends upon the needs and tasks of the individuals.

*Non-Material Culture* – Non-material culture include, norms, values, principles, standards, morals and ethics, on the basis of which, individuals are required to direct their tasks and activities. The individuals are required to communicate and form effective terms and relationships with the other individuals, within as well as outside the home. Therefore, it is vital for them to take into consideration these factors to not only form good terms and relationships with others, but also to carry out certain tasks and activities in a well-organized manner. The other examples of non-material culture are,

language, arts, music, and religion. When the individuals aspire to select arts or music as their career, then they acquire training and work to augment their skills and aptitudes in terms of these areas. It is vital for all individuals and communities to understand non-material culture, especially, norms, values, principles, standards, morals and ethics.

*Visible Culture* – Visible culture is also known as explicit or overt culture. As the term implies, it is visible by the individuals. The individuals are required to learn cultural traits and implement them in an efficient manner. When the individuals are implementing their cultural traits within home and other places, such as, educational institutions or workplaces, they are observed by others. When the individuals depict morality and ethics in the implementation of cultural traits, they are able to acquire appreciation from the other individuals and are able to achieve success in the implementation of tasks and activities. Hence, due to visibility, it is known as visible culture. The various factors of visible culture are, language, attire, attitudes, food, religion and aesthetic conventions.

*Invisible Culture* – Invisible culture is also known as implicit or covert culture. This culture is mainly depicted, when one experiences something or when they are unable to express certain viewpoints and perspectives. For instance, when one is experiencing any physical or emotional problem and is not able to express it, then it is invisible culture. When one is engaged into communication with others, they need to take into account certain factors. These are, being polite and decent, asking meaningful questions, avoiding certain topics and so forth. When one is aware of which topics need to be discussed and the ones, which need not be discussed, it is termed as invisible culture. When one meets people, whose invisible cultural assumptions and patterns of action differ from the ones that have been learned and expect implicitly, then one usually does not recognize, what one is doing as cultural in origin. Invisible culture can also generate negative viewpoints among individuals, hence, cultural traits should be implemented before others in a positive manner.

*Tangible Culture* – Another type of culture is known as tangible culture. Tangible culture mainly refers to the objects and items that can be physically touched or stored (Bharatidasan University, n.d.). These include, vehicles, technologies, clothing, monuments, buildings, artworks, handicrafts and so forth. When the individuals are involved in the production of handicrafts and artworks, they usually ensure that they produce the desired outcomes and put in their best abilities. When their work is carried out in an efficient manner, they acquire appreciation as well as enhance productivity and profitability. Therefore, it can be stated that tangible culture enables the individuals to sustain better livelihoods opportunities.

*Intangible Culture* – Intangible culture refers to the items that cannot be physically touched or stored, but individuals need to augment their intellectual skills and abilities to make use of the items. The major items included in intangible culture are, traditions, customs, songs, rituals, values, social practices, religious practices, superstitions, myths, beliefs and knowledge and skills required to produce various items (Bharatidasan University, n.d.), such as, artworks, handicrafts and so forth. In some communities within the country, before one commences a task or an activity, rituals are performed. It is usually believed in Indian communities that religious practices need to be carried out to generate the desired outcomes. Hence, intangible culture of the individuals and communities are depicted in the implementation of norms, values, beliefs, practices and principles.

## IMPACT OF CULTURE ON EDUCATION

Education is regarded as an important instrument that establishes the foundation upon which livelihoods opportunities of the individuals are enhanced. In the present existence, the individuals, belonging to all communities, categories and backgrounds have recognized the significance of education and aspire to enrich their educational skills. The acquisition of education and development of literacy skills augments the skills and abilities of the individuals to get engaged in the implementation of various tasks and functions. Within educational institutions at all levels to carry out one's job duties in an appropriate manner and when students are dedicated towards achievement of academic goals, they need to recognize the impact of culture on education. Culture and education are inseparable and they are regarded as two sides of the same coin. Every human society devotes considerable time and resources towards augmenting knowledge among individuals regarding cultural education (Obanya, 2005). Acknowledgement of culture in the field of education helps in enrichment of the overall system of education. The various factors that identify the impact of culture on education have been stated as follows:

*Curriculum and Instructional Systems* – At all levels of education, curriculum and instructional systems are regarded to be of utmost significance. It is a major job duty of the heads, principals, and educators to ensure that curriculum and instructional systems are put into operation in an efficient manner and should be able to benefit the students in the achievement of academic goals. With the changes in the cultural traits, the curriculum and instructional systems are also undergoing changes. The learning has become student-centred learning. Due to the influence of culture, there have been introduction to projects, organization of seminars and workshops, discussions and so forth. In other words, the students are becoming more communicative in nature, primarily within the educational institutions. Educators are promoting group projects. In this manner, students are able to work in groups, interact with their fellow students, augment their understanding of the concepts and are able to achieve academic goals. Therefore, through the impact of culture transformations are brought about in the curriculum and instructional systems.

*Educational Institutions and Discipline* – The overall functioning of the educational institutions and disciplines are also influenced by cultures. The implementation of programs, courses, teaching-learning methods and instructional strategies are influenced by cultures. The students get enrolled into educational institutions to learn and achieve academic goals. In order to augment their understanding of various aspects and achieve academic goals, they need to acquire an efficient understanding of cultural traits. The first and foremost aspect is, students need to develop effective communication skills and maintain good terms and relationships with other individuals, particularly their teachers and fellow students. When they are selecting a discipline, then cultural patterns of thinking, interests, abilities and living conditions have a direct impact. The discipline that is selected by the individuals is based upon various factors, as it influences their overall quality of lives. Therefore, it can be stated that educational institutions provide an environment, which helps in promoting, reforming and moulding the cultural patterns within society. The information in terms of cultural traits are acquired by the individuals through one's family and educational institutions.

*Educators* – The educators are the individuals, who need to possess efficient skills and abilities to carry out their job duties of imparting knowledge and information to the students in an appropriate manner. The educators need to be well-qualified, skilled and trained in terms of implementation of job

duties in an appropriate manner. When recruitment and selection of educators takes place, then certain factors need to be taken into consideration. These are, educational qualifications, skills, abilities, experience, personality traits, and attitudes. They are required to conduct research on a regular basis and remain updated in terms of various changes and developments that are taking place, mainly in the system of education. Apart from making provision of knowledge and information in terms of academic concepts, the educators need to generate awareness among students regarding morals, values, ethics, norms, principles and standards. Furthermore, the individuals are required to establish effective communication terms with each other. When the students are able to adequately understand these aspects, they are able to accomplish professional as well as personal goals in a well-organized manner.

*Textbooks and Reading Materials* – In textbooks and reading materials too, apart from academic concepts, information needs to be provided regarding cultural values. For instance, in elementary schools and secondary schools, in English and Hindi lesson plans, students are provided information in terms of morality and ethics. The textbooks and reading materials generate information among students regarding various concepts. These include, possessing a helpful and supportive nature, amiable and approachable attitude towards all individuals, one should provide equal rights and opportunities to all and there should not be any kind of discrimination between anybody, maintaining cleanliness within home as well as in educational institutions and community, preservation of the environment, treating animals and birds with kindness, ensuring that one should not impose any unfavourable effects upon anybody and depicting honesty and truthfulness. The students acquire an efficient understanding regarding these concepts in lesson plans. Students are required to implement them in their daily lives. In this manner, textbooks and reading materials inculcate cultural values among individuals, educators and students.

*Functioning of the Educational Institutions* – Functioning of the educational institutions is an important task that individuals are required to carry out in collaboration and integration with others. In the functioning of the educational institutions at all levels, there are number of factors that need to be taken into account. These include, teaching-learning methods, instructional strategies, library facilities, laboratories, computer centres, playgrounds, technologies, extra-curricular and creative activities, such as, sports, physical activities, artworks, handicrafts, singing, music, dance, role plays, organization of competitions, seminars, workshops, management of financial resources, infrastructure and amenities, materials, tools, equipment, and so forth. In the effective implementation of these activities, the individuals need to make appropriate decisions and ensure that they prove to be advantageous to the other individuals, within educational institutions as well as the community. In order to carry out the functioning of the educational institutions in an appropriate manner, the individuals need to possess efficient skills and abilities and remain updated in terms of advancements and changes taking place. It is essential to implement changes in tasks and activities, as they usually take place in policies, approaches and strategies.

*Inter-Cultural Understanding* – Education can promote inter-cultural understanding regarding various cultures. In educational institutions, individuals are different from each other in terms of factors such as, caste, creed, race, ethnicity, religion, age, gender and socio-economic background. It is vital that all individuals should be provided with similar opportunities and there should not be any kind of discrimination on the basis of any factors. In schools, inter-cultural understanding is promoted among students. They are taught the significance of other cultures. There are usually celebration of all festivals in schools. It has been observed that pictures and artworks are displayed on the walls of the

schools, regarding different religions and festivals. Inter-cultural understanding helps the students to generate awareness in terms of various norms, values, ethics, morals and principles of other cultures and religions. When they are able to generate sufficient awareness, they are able to form effective communication, and good terms and relationships with others. It is indispensable for the individuals to establish inter-cultural understanding to accomplish personal and professional goals.

*Education of Culture and for Culture* – Cultural education enables the individuals to implement the traits of morality and ethics. When individuals acquire cultural education, they are able to acknowledge other ideas, values, norms, viewpoints and perspectives. When they form positive viewpoints and feel they will be beneficial to them, then they appreciate the cultures. Whereas, in some cases, certain viewpoints and perspectives do not prove to be favourable to the individuals. In such cases, they do not take them into consideration. When a person is cultured, then he regards education to be of utmost significance. The cultured individuals are the ones, who pay adequate attention towards the implementation of their work duties with wholeheartedness. They inculcate the traits of diligence, resourcefulness and conscientiousness. They possess awareness in terms of honesty, truthfulness and righteousness. They deal with other individuals, within as well as outside the home with decorum and demureness. They implement their tasks and functions in an efficient manner. Therefore, it can be stated that when the individuals acknowledge these factors, they are not only able to achieve their desired objectives, but also acquire appreciation from the other individuals.

*Development of Technologies* – The development of technologies have led to developments in cultural education. In the present existence, the educators and students are making use of technologies to a major extent in the implementation of tasks. Technologies are primarily made use of in preparing assignments, reports, documents, presentations, projects and so forth. When the individuals need to generate awareness regarding a topic or a concept, they make use of internet. The development of technologies have rendered a significant contribution in bringing about transformations in the teaching-learning methods. Before the advent of technologies in educational institutions, the educators made use of traditional methods. The students prepared their assignments by making use of notebooks and pens. But with the advent of technologies, they are making use of computers, lap-tops, I pads, tablets and so forth to prepare their assignments and conduct research. Through the use of technologies, the individuals are able to acquire an efficient understanding of cultural education as well. Particularly, in the field of education, it is essential for the individuals to augment their understanding in terms of various forms of education, teaching-learning methods, instructional strategies and so forth.

*Extra-Curricular and Creative Activities* – Extra-curricular and creative activities are important in schools as well as colleges and universities. Participation of the individuals in extra-curricular and creative activities not only stimulate their mind-sets towards learning, but they are able to augment their competencies and skills as well. The various types of extra-curricular and creative activities include, sports, physical activities, artworks, handicrafts, singing, music, dance, role plays and so forth. The participation of students in extra-curricular and creative activities gives them pleasure and they are able to develop motivation towards studies. It has been observed, when individuals develop keen interest and enthusiasm towards an extra-curricular and creative activity, they also take coaching classes in training centres. Through participation in these activities, individuals are able to acquire information regarding cultural values as well. For instance, in the production of artworks, handicrafts or in dance and music, individuals are able to augment their understanding

regarding cultural values. In learning various talents and skills, individuals need to inculcate the traits of diligence, resourcefulness and conscientiousness.

*Realization of Common Culture by Human Beings* – Within the course of acquisition of education, individuals generate awareness in terms of social, political, economic, religious and cultural factors that are necessary to live an effectual life. The primary objective of acquisition of education is to develop skills and abilities within oneself that are necessary to sustain one's living conditions in an appropriate manner. When it is stated, realization of common culture by human beings, then it primarily means that human beings, belonging to various categories, backgrounds and occupations need to possess information in terms of cultural values that would enable them to enrich their overall quality of lives. These include, honesty, truthfulness, reliability, trustworthiness, righteousness, goodness, morality, decency, amiability and sincerity. In educational institutions, the individuals in some cases, usually get involved in the implementation of criminal and violent acts. For example, the teachers may depict strictness upon students for not completing their assignments or not achieving good grades in tests. It is vital to curb these, especially when one has to impart cultural education, perform job duties effectively and help students in achieving academic goals. Hence, it can be stated that good and ethical behaviour is indispensable in generating awareness in terms of cultural values.

## **INDIVIDUALIST AND COLLECTIVIST CULTURAL PERSPECTIVES ON EDUCATION**

In educational institutions, the students either work independently or in groups. When they work individually on a project or assignment, then it is known as individualist perspective. Whereas, when they work in a group, then it is known as collectivist perspective. The individualist and collectivist cultural perspectives on education have been stated as follows: (Bharatidasan University, n.d.).

### **Individualist Perspective**

In the individualist perspective, the students work on their academic assignments, reports, projects and other tasks on an independent basis. Before, implementing tasks and activities, they may get engaged into discussion with other individuals. The primary objective of discussions is to make sure that they acquire an efficient understanding of the concepts and are able to carry out their tasks in a satisfactory manner. The educators are vested with the authority to manage the tasks and activities that are carried out within the classroom. But they give authority to the students to make their own decisions. In other words, student self-control is encouraged. In this perspective, property and materials belong to the individuals and others need to ask for permission, before borrowing them. Parents render a significant contribution and pay attention towards academic progress of their children. When the students experience any form of challenges and problems in academic studies, then it is the responsibility of the parents to ensure that they are able to overcome problems and challenges and accomplish desired academic outcomes.

### **Collectivist Perspective**

In the collectivist perspective, students collaborate with their peers in the implementation of tasks, assignments and projects. In other words, when two or more individuals work together on an assignment, then it is known as collectivist perspective. When the educators are delivering lectures, students pay attention and implement their tasks with diligence and conscientiousness. The educators are vested with the authority to control classroom activities, but peers provide guidance and direction to each other. In this perspective, assistance and support is obtained from fellow students. Property and materials are communal and individuals have the right to make use of them, when they require. The parents do pay attention towards the academic performance of their children, but they possess the viewpoint that educators are the ones, who can better instruct students in imparting knowledge in terms of academic concepts and guidance. In this perspective, students also obtain guidance from the educators, primarily in terms of providing solutions to problems and challenges that they experience within the course of the achievement of academic goals.

### **CONCLUSION**

In educational institutions, cultural education is regarded as significant in enabling the individuals to acquire an efficient understanding of academic concepts and achieving personal and professional goals. Through cultural education, the individuals are able to acquire information in terms of norms, values, principles, ethics, morals, principles and standards. Inculcation of these traits would help the individuals turn into effectual citizens of the country. The cultural development of individuals takes place through three stages. These are from birth to 10 years, 10 to 14 years and 14 to 18 years. The different types of culture are, individual culture, community culture, national culture, world culture, material culture, non-material culture, visible culture, invisible culture, tangible culture and intangible culture. The overall quality of lives of the individuals are centred upon different cultures. Therefore, in order to bring about improvements in one's living conditions and overall quality of lives, it is essential for the individuals to understand various types of cultures.

When understanding the impact of culture on education, the main factors that need to be taken into account are, curriculum and instructional systems, educational institutions and discipline, educators, textbooks and reading materials, functioning of the educational institutions, inter-cultural understanding, education of culture and for culture, development of technologies, extra-curricular and creative activities and realization of common culture by human beings. The other concept that has been taken into account are the individualist and collectivist cultural perspectives on education. In educational institutions at all levels, when individuals are acquiring an understanding of academic concepts and cultural values, then they may work on an individual basis as well as in groups. When they work individually, it is known as individualist perspective and when they work in groups, it is known as collectivist perspective. Normally, educators encourage students to get engaged into discussions with the objective of augmenting their understanding in terms of academic concepts. Finally, it can be stated that acquisition of cultural education proves to be beneficial to the individuals in achievement of personal and professional goals and enhancing their living conditions.

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